

FOR OFFICIAL USE



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National
Qualifications
2019

Mark

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X827/76/02

**ESOL
Reading**

TUESDAY, 21 MAY
10:15 AM – 11:25 AM



Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Number of seat

--

Date of birth

Day

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Month

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Year

--	--

Scottish candidate number

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Total marks — 35

Read the **THREE** texts and attempt **ALL** questions.

You may **NOT** use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



Read the THREE texts and attempt ALL questions

Text 1

Read the text below and attempt the questions that follow.

- 1 A growing band of technology companies are working on helping us decide who we can and can't trust – whether hiring a nanny, renting out our home or ordering a taxi. Technology today can dig deeper into who we are than ever before. Can an algorithm determine who is the real deal and who can't be trusted, better than us?
- 2 On a crisp autumn morning, I visit the modest offices of Trooly in Los Altos, a sleepy backwater city north of Silicon Valley. Savi Baveja, Trooly's CEO, wants to show just how powerful these new trust algorithms can be. "What do you think of me running you through the Trooly software to see what comes up?" he says, smiling encouragingly. I blush, trying to recall all the bad or embarrassing things I've ever done. My many speeding and parking tickets? The weird websites I spend time on (for research purposes, of course)? Old photos? I laugh nervously. Baveja types my first and last name into the Instant Trust program, then my e-mail address. That's it. No date of birth, phone number, occupation or address.
- 3 "Trooly's machine learning software will first mine three sources of public and permissible data," Baveja explains. "First, public records such as birth and marriage certificates, money laundering watchlists and criminal records. Any global register that is public and digitised is available to us." Then there is a super-focused crawl of the deep web: "It's still the Internet but hidden; the pages are not indexed by typical search engines." The last source is social media such as Facebook and Instagram. After about 30 seconds, my results appear. "Look, you are a one!" Baveja says. Profiles are ranked from one to five, with one the most trustworthy. "Only approximately 15% of the population are a one; they are our 'super-goods'." I feel relief and a tinge of pride. How many are "super-bad"? "About 1-2% of the population across the countries Trooly covers, including the US and UK, end up between five and four."
- 4 To get my trust score, Trooly's software trawled more than 3 billion pages of the Internet, from around 8,000 sites, in less than 30 seconds. The data was consolidated into three buckets. The most basic verified my identity. Was I who I claimed to be? This is done by scanning, say, my personal website against my university profile. Next was screening for unlawful, risky or fraudulent activity. But it's the third category that is fascinating, in which I was assessed against the "dark triad", a trio of callous personality traits that make con artists tick: narcissism (selfishness with excessive craving of attention), psychopathy (lack of empathy or remorse) and machiavellianism (a highly manipulative nature with a lack of morality). Unfortunately, Baveja can't give me a separate score here, but it's safe to say I passed.
- 5 But should we embrace these new trust algorithms? How much of our personal information do we want trawled through in this way? And how comfortable are we with letting an algorithm judge who is trustworthy? At my Trooly test, I found myself worrying about tiny or long-ago "transgressions" being held against me. Do companies take note of those? "No one likes to be judged, whether by a robot or another person, but that isn't what our screening is about," Baveja insists. "We don't care if you got a parking ticket. We are looking for major risks such as hate group membership, a violent criminal past or a fake identity." Still, those things might be important: increasingly recruiters are using digital footprints and machine learning to filter candidates.
- 6 There are other questions. What, for example, are the consequences for "digital ghosts"? People like my husband, who has never used Twitter or Facebook or LinkedIn. Does his "thin file" reduce his ability to be considered trustworthy? "For 10-15% of people, we can't give a confident score," Baveja admits. "There's either not enough of a digital footprint or not enough accurate inputs. However, we are looking for derogatory information," he says, "and the absence of information doesn't count against you."



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7 In a world in which we can find someone to fix a leak or drive us home or date with a few swipes of our phones, online trust is set to get faster, smarter and more pervasive. The first time we put our credit card details into a website, say, or find a match on a dating app, it feels a bit weird, even dangerous, but the idea soon seems normal. Can technology strip out all the risk of dealing with strangers? “No way”, says Lynn Perkins, founder of the website UrbanSitter which connects families with babysitters, and has more than 350,000 parents and 300,000 sitters on its books. Humans are complex moral beings, and it would be foolish to remove ourselves from the picture entirely. “If a sitter shows up and you get a weird feeling, it doesn’t matter if they have passed checks, how well reviewed they are or what you thought about them online, go with your gut and cancel.”

MARKS DO NOT WRITE IN THIS MARGIN

Questions 1–3: Complete each gap with **NO MORE THAN THREE WORDS** from the text.

1. The writer wonders if technology can differentiate untrustworthy people from _____ . 1
2. The writer jokes that the sites she visited supported legitimate _____ . 1
3. Trooly doesn’t just look at what is easily available on the Internet but also at the _____ . 1

Questions 4–7: Give short answers to these questions.

4. What is the mid-level category of data that Trooly identifies? 1

5. What phrase in paragraph 4 means ‘cause criminals to behave the way they do’? 1

6. What minor offence is mentioned in paragraph 5? 1

7. What are companies examining before taking on new staff? 1



Text 1 questions (continued)

Questions 8–11: Choose the correct answer for each question and tick (✓) **one** box.

8. Baveja states that a lack of online information about a person: **1**

- A will be a significant advantage.
- B makes it impossible to give a reliable score.
- C can disadvantage some groups of people.
- D will negatively influence employers.

9. The writer believes that checking people online: **1**

- A will spread and become more important.
- B still feels unusual for most people.
- C is often seen as dangerous.
- D will need new technology in the future.

10. In terms of deciding who to trust, Lynn Perkins believes: **1**

- A instinct is always better than technology.
- B people should trust online reviews completely.
- C trust algorithms remove all dangers.
- D it's unwise to rely on technology alone.



Text 1 questions (continued)

11. Which title would best suit this text?

1

- A The future of online recruitment.
- B The dangers of online safety checks.
- C Online trust checks: a personal experience.
- D How data can help us decide who to trust.



* X 8 2 7 7 6 0 2 0 5 *

Text 2

Read the text below and attempt the questions that follow.

- 1 When you have somehow lured Hollywood star George Clooney into your sandwich shop, what do you do for an encore? Well, if you're Josh Littlejohn, co-founder of Social Bite, a chain of five cafés in Scotland, you look down the list of other recent Oscar winners and invite Leonardo DiCaprio. News leaked in June that DiCaprio had accepted and he is due to arrive in Edinburgh next month as the guest speaker at the Scottish Business Awards, one of Littlejohn's sidelines. Meanwhile, the unusual rise of Social Bite, a social enterprise that employs homeless people and donates all its profits to charity, becomes ever more like a Hollywood movie script.
- 2 For Clooney's visit to Social Bite, last November, crowds formed outside the Rose Street shop at 6am. By the time his car pulled up, there was hysteria, with fans screaming, cheering and mobbing the café. He swept in, took selfies with the staff, bought an avocado and pesto sandwich and donated £1,000. "Yeah, it was interesting," laughs Littlejohn, who is 30. "And the next day, our little business —which three-and-a-half years earlier, I'd been working for behind that till — was on the front page of every newspaper in the entire country. It was on CNN. I had my cousins in South Africa saying, 'Just heard you on the news.' Must have been a slow news day. All that really happened was that George Clooney had a sandwich!"
- 3 A-list stardust is distinctly limited at Social Bite on the morning I visit. A group of Edinburgh's homeless linger outside; one in a hoodie and bobble hat puts down his can of cider and goes in to collect a free sandwich and coffee. These meals are covered by customers who "pay forward" donations and Social Bite's Christmas appeal. The handouts are supposed to be capped at one per day, but Littlejohn notes good-naturedly that often the same faces will turn up at one branch for breakfast and another for lunch.
- 4 The mission of Social Bite is to be much more than an upmarket soup kitchen. The first café opened in August 2012, the idea of Littlejohn and his then-girlfriend Alice Thomson. They were, Littlejohn says now, "clueless": his experience amounted to studying economics at Edinburgh University and watching his father, Simon, who owns restaurants across Scotland. The inspiration for giving away their profits came from an encounter with the writing of Muhammad Yunus, the Bangladeshi social entrepreneur who pioneered microlending.
- 5 It hadn't been the plan to employ homeless people, but a Big Issue seller called Pete Jones stationed himself outside the shop and, after a couple of weeks, he asked Littlejohn and Thomson for a job. Pete handed out leaflets for a couple of hours a day and then, when a position opened up, he became a pot washer. He also moved in with Littlejohn and Thomson to their one-bed flat while they tried to find him somewhere permanent. The experiment worked and Pete recommended his brother Joe. Thomson set a goal that a quarter of Social Bite's employees should come from homeless backgrounds.
- 6 For some, the job has turned their lives around. One of these is 51-year-old Colin Childs, another employee from a homeless background who now works filling focaccias in the central production kitchen. Childs had been a drug addict and had not had steady work for more than 20 years. "I've seen a lot of people come and go," he says. "They can't handle the work, they are used to dossing about the street or whatever. But Social Bite gives you the tools to change your life and it's up to you if you want to take the opportunity. And I took it."
- 7 For Littlejohn, the secret is "endless chances, endless patience". He shakes his head, "When I think of some of my staff and the challenges they've had to overcome to still be on their feet, you start looking at them with awe rather than, 'How dare you, you've slept in again.' You start thinking, 'You're still standing — amazing!'" When he launched Social Bite, he had plans for 100, maybe even 500 cafés in the UK: "We thought, 'Let's take on Starbucks!'" He has since decided that five shops — two each in Edinburgh and Glasgow, one in Aberdeen — will better allow him to consolidate the work with his staff.



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8 Since starting Social Bite, he has also launched a craft lager called Brewgooder, which donates all its profits to clean-water initiatives, and in September he, along with business partners, opened a more formal restaurant in Edinburgh named Home. This also employs people from the street and encourages donations from diners in the form of meal promises; every Monday afternoon, the doors are then opened to feed the homeless. As for future marketing stunts, how do you top DiCaprio? "There's not many places left to go," Littlejohn concedes. Then he smiles, "Obama would be the obvious one. It sounds funny but it's not beyond the realms of possibility."

MARKS | DO NOT
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Questions 12-15: Give short answers to these questions.

12. What was Josh Littlejohn's encore?

1

13. What is Littlejohn's story compared to?

1

14. Which word in paragraph 2 suggests there was too much excitement when George Clooney came to visit?

1

15. What phrase does Littlejohn use to suggest that nothing important was happening elsewhere when Clooney came to visit?

1



* X 8 2 7 7 6 0 2 0 7 *

Text 2 questions (continued)

Questions 16–18: Choose the correct answer for each question and tick (✓) one box.

16. Paragraph 3 makes reference to: 1

- A more A-list celebrity interest in Social Bite.
- B a homeless man buying alcohol from Social Bite.
- C customers who donate directly to the homeless.
- D a kind of cheating by some of the clients.

17. Looking back to Social Bite’s origins, Littlejohn talks about: 1

- A the goal of being a high-level soup kitchen.
- B not having much idea of how to start.
- C his extensive experience of economics.
- D a meeting with a Bangladeshi entrepreneur.

18. The first job Pete Jones did for Social Bite involved: 1

- A sales.
- B advertising.
- C kitchen work.
- D recruitment.



Text 2 questions (continued)

19. Match each of the people with the sentence endings A–E.

There is one ending that you do NOT need.

4

- (i) Colin Childs
- (ii) Alice Thomson
- (iii) Pete Jones
- (iv) Muhammed Yunus

- A Was proactive in getting work at Social Bite.
- B Emphasises the power of personal choice.
- C Helped people get jobs at the Big Issue.
- D Made an employment target relating to the homeless.
- E Gave Littlejohn the idea of a charity enterprise.

Question 20: Choose the correct answer and tick (✓) one box.

20. Littlejohn’s most recent activities could best be described as involving:

1

- A challenging big companies like Starbucks.
- B diversification of his social enterprise work.
- C campaigning on the issue of homelessness.
- D more use of A-list celebrities to increase profits.



Text 3

Read the text below and attempt the questions that follow.

- 1 You have decided to learn another language. Now what? We sought the advice of expert panellists from universities, language schools and language-learning businesses, and here's what they told us.
- 2 What do you want to achieve and by when? Donovan Whyte, from software company Rosetta Stone, says: "Language learning is best when broken down into manageable goals that are achievable over a few months." You might be feeling wildly optimistic when you start but aiming to be fluent is not necessarily the best idea. Phil McGowan, director at Verbmaps, recommends being very specific: "Why not set yourself a goal of being able to read a newspaper article in the target language without having to look up any words in the dictionary?" You'll also need to remind yourself why you are learning. It might sound obvious, but this is really important. Alex Rawlings, a language teacher now learning his 13th language, says: "Motivation is usually the first thing to go, especially among students who are teaching themselves." To keep the momentum going he suggests writing down 10 reasons you are learning a language and sticking it to the front of the file you are using: "I turn to these in times of self-doubt and I am definitely not alone in feeling this."
- 3 Often the discussion around how to learn a language slides into a debate about so-called traditional and tech approaches. For Aaron Ralby, director of Linguisticator, this debate misses the point: "The question is not so much about online and offline. Rather it should be how can we assemble the necessary elements of language for a particular objective, present them in a user-friendly way, and provide a means for students to understand those elements." When signing up to a particular method or approach, think about the substance behind the style or technology. "Ultimately," he says, "the learning takes place inside you rather than outside, regardless of whether it's a computer, a teacher or book in front of you."
- 4 When it comes to books, for many of our panellists, reading was not only great for making progress, but one of the most rewarding aspects of the learning experience. Ralby explains that reading for pleasure normalises otherwise baffling and complicated grammatical structures and "exposes you to all sorts of vocabulary that you're less likely to find in day-to-day life".
- 5 Memorising lists of vocabulary can be challenging, not to mention potentially dull. Ed Cooke, co-founder and chief executive of Memrise, believes that association is key to retaining new words: "A great way to build vocabulary is to make sure the sets of words you're learning come from situations or texts that you have experienced yourself, so that the content is always relevant and connects to background experience."
- 6 You might well be a monolingual adult. If so, you should ignore the negative myths because age is just a number and you haven't missed the language boat. Cooke tells us that adults and children may learn in different ways but that shouldn't deter you from committing to learning another language. "Languages are simultaneously organic and systematic. As children we learn languages organically and instinctively; as adults we can learn them systematically." And speaking your first language may be second nature, but that doesn't necessarily mean you understand it well. Kerstin Hammes, editor of the Fluent Language Blog, believes you can't make good progress in a second language until you understand your own. "I think understanding your native language and just generally how language works is so essential before you launch yourself at a bunch of foreign phrases."



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- 7 Another aspect of systematic language learning involves translation, the importance of which can't be underestimated. Once you have reached a certain level of proficiency and can say quite a bit, fairly accurately, Hammes says it is typical to feel a slowing down in progress. "Translation," she says, "is such an important exercise for helping you get over a certain plateau that you will reach as a language learner."
- 8 However, if you get beyond that you might be aiming for "fluency". Many of the panellists were cautious of this word. Rebecca Braun, senior lecturer in German studies at Lancaster University argues not only is it difficult to define what fluency is, but also "as a goal it is so much bigger than it deserves to be". Language learning never stops because it's culture learning, personal growth and endless improvement. "I believe that this is where learners go wrong". Braun also strongly believes that while it may not be an option for everyone, "if you are serious about learning the language and getting direct pleasure from what you have learned, you need to go to where that language is spoken". Travel and living abroad can complement learning in the classroom: "The books and verb charts may be the easiest way to ensure you expose yourself to the language at home, but the people and the culture will far outclass them once you get to the country where your language is spoken."

MARKS DO NOT WRITE IN THIS MARGIN

Questions 21–23: Complete each gap with **NO MORE THAN THREE WORDS** from the text.

21. A language learner should identify targets which _____
 _____ . **1**
22. Many learners suffer from _____
 _____ . **1**
23. It's not helpful if we think that _____
 _____ ways of learning are in
 opposition to each other. **1**



Text 3 questions (continued)

Questions 24–25: Choose the correct answer and tick (✓) **one** box.

24. Ralby implies you should prioritise: 1

- A whatever works for you.
- B your learning style.
- C the technology available.
- D your choice of teacher.

25. Cooke says that vocabulary learning: 1

- A should come from reading for pleasure.
- B should involve a high level of challenge.
- C is sometimes going to be boring.
- D is always best when contextualised.

26. Match each of the 4 panellists to a statement A–E.
There is ONE statement that you do NOT need. 4

- (i) Aaron Ralby
- (ii) Ed Cooke
- (iii) Kerstin Hammes
- (iv) Rebecca Braun

- A Learners must never be satisfied with what they’ve achieved.
- B Knowledge about language is different from ability in it.
- C There are two fundamentally different ways of learning a language.
- D We learn the best vocabulary in everyday life.
- E It’s important to find unusual grammar and vocabulary.



Text 3 questions (continued)

27. Which word in paragraph 7 means “a state of little or no change, following more rapid progress”? 1

28. Which word in paragraph 8 means “add to and improve”? 1

29. What advice would Hammes, Braun and Ralby be most likely to agree on? 1

- A Use more than one method to learn a language.
- B Find one method you’re comfortable with and stick to it.
- C Reading should always have a practical purpose.
- D Don’t worry about theoretical knowledge of language.

[END OF QUESTION PAPER]



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ADDITIONAL SPACE FOR ANSWERS



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ADDITIONAL SPACE FOR ANSWERS



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National
Qualifications
2019

Mark

X827/76/03

**ESOL
Writing**

TUESDAY, 21 MAY

1:00 PM – 2:40 PM



* X 8 2 7 7 6 0 3 *

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 30

Attempt Part 1 and Part 2.

In Part 2 attempt EITHER Task 1 OR Task 2.

You may NOT use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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WRITING — 30 marks

Attempt Part 1 and Part 2 and ensure you have time to complete both parts.

As a guide, you may wish to spend about 45 minutes on Part 1 and about 55 minutes on Part 2.

Part 1 — Everyday Life

15

Write your answer on the lined answer sheet below and on page 03.

You have just been on an outing with some friends to a tourist attraction. Write an **online review** for others who may visit the attraction discussing **positive** and **negative** aspects as well as **suggestions** and **advice** for a successful visit.

You should cover some or all of the following:

- must-see highlights
- facilities available
- cost/value for money
- transport/parking.

You may also add your own ideas.

You should write approximately 220–250 words.



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Part 2 — Work or Study

Read the two tasks below. One is work-related and the other is study-related.

Attempt **ONE** task only on the lined answer sheets on pages 05, 06 and 07.

Write the task number you have selected in the box provided on page 05.

You should write approximately 250–300 words for the task you choose.

Task 1 — Work — report

You work for a small company that would like to improve its profile.

Your manager has asked you to write an **evaluative report** with your **opinions** and **recommendations** on how social media could be used to market the business.

You should cover some or all of the following:

- which tools could be used
- reaching more customers
- changing the image of the business
- dealing with negative comments
- increased workload.

You may also add your own ideas.

You should write approximately 250–300 words.

OR

Task 2 — Study — essay

Write an **essay** discussing the benefits and drawbacks of exchange programmes* at school, college or university.

You should cover some or all of the following:

- cultural awareness
- language skills/barriers
- different educational standards/systems
- life skills
- time away from the normal curriculum.

You may also add your own ideas.

* a programme that provides students with the opportunity to study overseas for a period of time

You should write approximately 250–300 words.



[END OF QUESTION PAPER]



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FOR OFFICIAL USE



National
Qualifications
2019

Mark

X827/76/01

**ESOL
Listening**

TUESDAY, 21 MAY

9:00 AM – 9:45 AM (approx)



* X 8 2 7 7 6 0 1 *

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 25

Attempt ALL questions.

You will hear three different recordings. **Before you hear each recording, you will have one minute to read the questions.** You will hear each recording twice, with an interval of ten seconds between playings. You will then have time to answer the questions before hearing the next recording.

You may NOT use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

You are not allowed to leave the examination room until the end of the test.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* X 8 2 7 7 6 0 1 0 1 *

Total marks — 25
Attempt ALL questions

Recording 1

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 1 before the recording begins.

Questions 1–4: Choose the correct answer for each question and tick (✓) one box.

1. According to Dr Farias, mindfulness: 1

- A benefits mental wellbeing.
- B is part of Buddhism.
- C has been criticized recently.
- D is more effective than psychotherapy.

2. Dr Farias believes that: 1

- A meditation may not benefit everybody.
- B we will never know what the benefits of meditation are.
- C it is better to just take some time off and relax.
- D enthusiasm for meditation has led to more research.

3. *The Buddha Pill* is: 1

- A a film Dr Farias made with a clinical psychologist.
- B a book he wrote with another author.
- C a book he wrote on his own.
- D a film he made on his own.



Recording 1 questions (continued)

4. *The Buddha Pill* makes the point that meditation: 1

- A makes us more compassionate and sympathetic.
- B could reduce violence in the world.
- C can take the place of science.
- D can be seen as a substitute for religion.

5. Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

(a) Many people think that mindfulness will soon _____
 _____ . 1

(b) Some Buddhists _____
 about their techniques being used. 1

(c) There has been a rise in mental health problems in _____
 _____ . 1

(d) Using mindfulness to treat these may only be treating _____
 _____ . 1

6. Choose the correct answer for this question and tick (✓) one box.

Which of these best summarises Dr Farias' thoughts about mindfulness? 1

- A It is good for general health.
- B It is seen to be a good idea.
- C It has no real benefits.
- D It has a negative effect on people.



Recording 2

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 2 before the recording begins.

7. Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

- (a) According to Anna, changing jobs frequently is _____ . 1
- (b) Peter's role allows him a lot of _____ . 1
- (c) As regards work, 'millennials' have _____ . 1
- (d) Peter believes that at some point young people have to _____ . 1

Questions 8–11: Choose the correct answer for each question and tick (✓) **one** box.

8. Which best describes Anna's attitude towards her work life? 1

- A She's proud she's never had a proper job.
- B She'd love to find a secure, life-long job.
- C She enjoys the thrill of new job challenges.
- D She finds all her jobs boring and restrictive.

9. According to Peter, the most important factor in deciding to change jobs is: 1

- A individual circumstances.
- B a person's career plan.
- C the size of the organization.
- D opportunities in the job market.



Recording 2 questions (continued)

10. According to Anna, a person who constantly changes jobs is:

1

A a risk for employers.

B fresh and adaptable.

C unadaptable and unreliable.

D a big asset to employers.

11. The programme is mainly about:

1

A why young people change jobs frequently.

B how long people stay in jobs and why.

C why older people prefer secure jobs.

D how employers view young workers.

[Turn over



Recording 3

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 3 before the recording begins.

Questions 12–15: Choose the correct answer for each question and tick (✓) one box.

12. Which university applicants are to be given the highest priority? 1

- A Applicants who have been in care.
- B Applicants from poorer families.
- C Applicants from middle-class homes.
- D Applicants from state schools.

13. Which one of these statements is true? 1

- A 20 percent of university students come from the poorest fifth of the community.
- B Universities do not have equal proportions of disadvantaged students.
- C Middle-class parents are generally in favour of the new system.
- D Students from poorer backgrounds are more likely to finish their courses.

14. State school students at medical school: 1

- A perform better than students from private schools.
- B score higher marks than they did in the entry tests.
- C are less motivated than students from private schools.
- D don't have well-developed non-academic attributes.



Recording 3 questions (continued)

15. Which of these is true of the presenter's school?

1

A It was a state school.

B He didn't enjoy this school.

C He didn't have much freedom there.

D He did his homework at home.

16. Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

(a) Recruitment of new pupils at the presenter's school partly relied on

_____ .

1

(b) Some of his friends _____
at university.

1

Questions 17–18: Choose the correct answer for each question and tick (✓) **one** box.

17. What is the presenter's attitude to private schools?

1

A He feels they are better in some ways.

B He thinks they give an unfair advantage in all areas.

C He dislikes them because of his own bad experiences.

D He thinks their pupils are better-equipped for later life.

[Turn over for next question



* X 8 2 7 7 6 0 1 0 7 *

Recording 3 questions (continued)

18. What is the main focus of this talk?

1

- A Current university admissions policy.
- B Social background and success at university.
- C State schools versus private schools.
- D Unfair advantages for poorer applicants.

[END OF QUESTION PAPER]



* X 8 2 7 7 6 0 1 0 8 *

MARKS

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ADDITIONAL SPACE FOR ANSWERS



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National
Qualifications
2019

X827/76/11

**ESOL
Listening Transcript**

TUESDAY, 21 MAY

9:00 AM – 9:45 AM (approx)

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (for example the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* X 8 2 7 7 6 1 1 *

Instructions to reader(s):

Recording 1

The conversation below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the conversation a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should ideally be read by one male and one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 1

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Instructions to reader(s):

Recording 2

The conversation below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the conversation a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should ideally be read by one male and one female speaker. Sections marked (t) should be read by the teacher.

(t) Recording 2

Listen to the recording and attempt the questions which follow. You will hear the recording twice.

You now have one minute to read the questions in Recording 2 before the recording begins.

(one minute pause)

TONE

Presenter Today on the Jobwise programme, we'll be talking to two people, Anna Barnes, an advertising executive based in Glasgow, and Peter Johnson, a GP in Aberdeen. And I think it's fair to say they have very different perspectives regarding the maximum length of time anyone should stay in a job. Hello to you both and welcome.

Anna Hi. Great to be here.

Peter Good morning.

Presenter So I'm interested in finding out, are the old days over, when people used to secure a job after leaving school or university and then stayed there until they collected their golden carriage clock?

Anna Oh, definitely. Changing your job every few years is considered the norm nowadays, at least in my field. I don't know anyone who's worked in the same company or organisation for their whole career.

Peter I have!

Presenter *(laughs)* We'll come to you in a moment, Peter. Anna, I'd guess you're in your mid-twenties?

Anna I wish! Early thirties, actually. But thanks for the compliment.

Presenter Still a different generation from Peter. Peter?

Peter Indeed. I consider myself an older worker. I've worked for the NHS for 42 years and spent 20 years at the same practice. And that's not particularly unusual. This is partly down to my role, which offers a great deal of flexibility and change, but I also think that people are inherently designed to put roots down.

Presenter Do you think it's a generation thing? So-called millennials, those born between 1980 and 1999, have very different expectations about jobs, don't they? Perhaps too early to put down roots?

- Peter** Of course when you're young it does no harm to move around a little and experiment, gain experience and so on. When I first graduated I did a couple of years' voluntary work in Malawi. But sooner or later young people need to settle down and actually start to grow in a job.
- Anna** Argh! I don't like the idea of putting roots down and growing in a job. I'm proud to say I've never done one job for more than three years. After a couple of years, sometimes months, I feel it's time for me to move on, to look for new challenges.
- Presenter** What you're saying, Anna, is in line with several surveys that suggest that younger workers aren't motivated by the same factors as previous generations, such as a job for life.
- Anna** That's definitely true. What's important for me is a good work-life balance and a sense of purpose, and financial success to a certain extent but not security at the expense of being tied down. I don't want to be stuck in the same boring job for life! I don't think I'm alone in that. I read somewhere that the average worker changes employer every five years or so.
- Presenter** But, is there a magic number? How long in a job is not long enough or too long? Is there a perfect number of years that'll make sure you don't stop progressing, but also doesn't make you look too, well, flighty?
- Anna** I suppose just three months in one role before moving on wouldn't look great, unless of course it was caused by a change in personal circumstances. But I don't think there's such a thing as a magic number.
- Peter** Three months is barely a summer job. I think a good ten years minimum will help one's career plans.
- Anna** Assuming you have any career plans, and whether you feel you get the right amount of challenge and flexibility. I think it's very specific to the person.
- Peter** The person and, surely the most crucial, is how big the organisation is. This must be a factor in determining how long a person stays. A smaller company often offers less opportunity for people to progress than a larger organisation, like the NHS.
- Anna** That's true.
- Presenter** Anna, do you agree that constantly moving to new roles without a good reason might make new employers wary?
- Anna** I don't agree. For me, it's important to have an open attitude to change. Also when you're regularly changing jobs you stay innovative and you continue to learn. You have to embrace new challenges . . .
- Peter** That's all very well, but I'd question one's ability to commit to an organisation. It suggests to me that you are **unable** to adapt to new environments and challenges if you're changing jobs every couple of years.
- Anna** Absolutely not! In my sector, job hopping's considered to be a necessity in order to keep up with changes in the market.
- Peter** But that worries me. It's well known that the NHS is constantly losing staff and their expertise. Having to recruit and retain replacements is costly.

Anna That may well be the case, but I am speaking for the individual, not organisations.

Presenter And on that note, we're going to have to end there. Peter, Anna, many thanks for joining us.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instructions to reader(s):

Recording 3

The conversation below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the conversation a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

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(t) Recording 3

Listen to the recording and attempt the questions which follow. You will hear the recording twice.

You now have one minute to read the questions in Recording 3 before the recording begins.

(one minute pause)

TONE

(m/f) Hi there, and welcome to another edition of Education Issues. Now, some of you will have children who are thinking of going to university, so this may be most relevant to you, but it's an issue that affects many of us. I'm talking about two-tier admission to university. Recently, the Scottish universities agreed to a system whereby instead of having an accepted entry level they'll publish a minimum level, which will be lower.

At this point, youngsters who have been in care will be guaranteed a place if they meet the requirement. Then, those who come from the poorest 20 percent of families, although they won't be guaranteed entry, will also be judged against these lower exam grades when a university is — and I quote — 'confident that the applicant has more potential than they have had a chance to demonstrate'. Those from middle-class backgrounds seeking a university place will continue to be assessed against the tougher, existing thresholds.

This can be seen as a response to slow progress in attracting university students from the most deprived fifth of the community. The current figure is 14 percent and the target is to raise that to 20 percent by 2030. Of course, that figure of 14 percent isn't equal across the board. St Andrews, for example, has a notoriously poor record in attracting disadvantaged students, though it has made some progress recently.

Now, you can imagine the controversy all of this has caused. Many middle-class parents, perhaps the majority, feel that it discriminates against their children. And to this you can add the fact that students from poorer backgrounds are more likely to drop out before the end of the course.

But hold on a minute, here. Don't rush to phone me, or bombard me with texts just yet. There may be another side to this picture, because recent research by the University of Aberdeen has established that students from state schools are likely to do better at medical school than those from private schools. This is despite the fact that students from

the private sector score slightly higher in the entry tests. Professor Jen Cleland, the lead author of the paper, said that state school students tend to be more motivated and resilient than their privately-educated counterparts. She also said that because they may have had less support in place, once they get to university, they may already have well-developed non-academic attributes such as motivation and resilience.

So let me throw in a few thoughts from my own experience. I was sent off to a private boarding school at a fairly early age. Unlike many of my friends I quite enjoyed it, but most of our time was supervised. In the evening we had prep — or preparation — what you would call homework if you lived at home. So I sat in a room with the other pupils, no distractions and a million miles away from the experience of some state school pupils doing their homework. And we had small classes with enthusiastic teachers. The school partly depended on its exam results to recruit new pupils, so it ran like a business to make sure it got them. (pause) And I'm pretty sure my exam grades were boosted by that experience.

Now, when I went to university and tasted freedom for about the first time in my life, well, I didn't fall apart, but quite a few of my friends did. A couple of them just couldn't adjust to the discipline of having to study without being told to. One left and the other scraped through with a 3rd class degree. On the other hand, some ex-pupils from my school did very well. *(begin fade)*

So it's complicated, and here to discuss the issues with me are my two guests . . .

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

(t) You now have one minute to check your answers.

(1 minute pause)

(t) This is the end of the listening test.

[END OF TRANSCRIPT]